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Supreme Court Rejects University's Ban on Services by Student Religious Group

By CHERYL M. FIELDS

WASHINGTON

The Supreme Court has upheld a student group's right to hold religious services in buildings on a public university campus.

In an 8-to-1 ruling, the Court rejected the University of Missouri's arguments that allowing regular services at a tax-supported institution would violate federal and state constitutional prohibitions against the establishment or advancement of religion.

The decision was handed down in a lawsuit filed by Cornerstone, a nondenominational student group on the university's Kansas City campus, after the institution barred the group from holding religious services in the student center. The organization argued that it was a recognized student group and should be allowed to use university facilities, as all other student organizations are.

The university cited a regulation barring regular religious services on university grounds or in university buildings, and argued it had a "compelling interest" in maintaining strict separation of church and state.

But the Court, upholding a ruling of the U.S. Court of Appeals for the Eighth Circuit, held that the university's policy "violates the fundamental principle that a state regulation of speech should be content-neutral."

"The University of Missouri has discriminated against student groups and speakers based on their desire to use a generally open forum to engage in religious worship and discussion. These are forms of speech and association protected by the First Amendment," said the majority opinion written by Justice Lewis F. Powell, Jr.

"In order to justify discriminatory exclusion from a public forum based on the religious content of a group's intended speech, the university must therefore satisfy the standard of review appropriate to context-based exclusions," said Justice Powell. Thus, the institution, he said, "must show that its regulation is necessary to serve a compelling state interest and that it is narrowly drawn to achieve that end."

Although compliance with the ban on establishment of religion in the federal and Missouri Constitutions can be seen as a compelling interest, Mr. Powell said, an "equal access" policy for student groups would not violate the Constitutions' "establishment" clauses.

An equal-access policy for use of university facilities would help advance the secu-

Continued on Page 14, Column 2

The texts of the opinions in the Supreme Court's decision on campus religious services appear on Pages 14 and 15.

New Limits on NCAA's Top Division Fail to Satisfy Major Football Powers

By LORENZO MIDDLETON

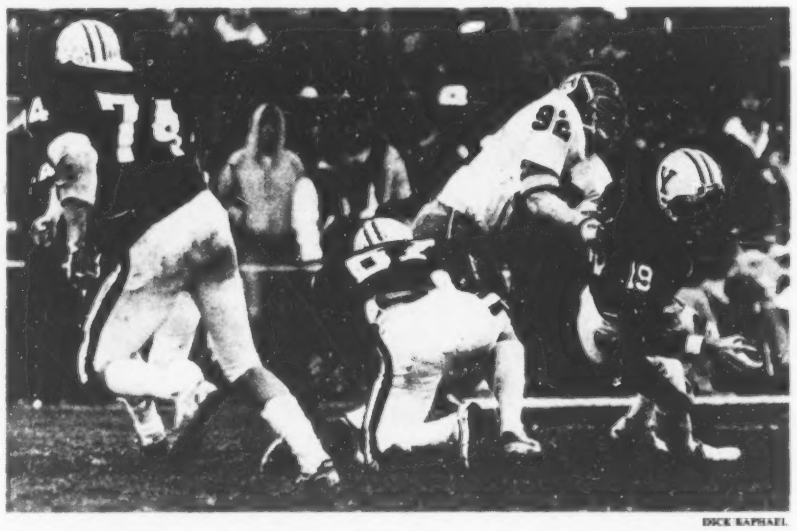
ST. LOUIS

New restrictions on membership in Division I-A of the National Collegiate Athletic Association have reduced the number of teams eligible to play big-time college football by about a third.

But the restrictions have failed to satisfy the College Football Association—a group of 61 institutions with major football programs. The C.F.A. had sought an even greater reduction in the size of the top football division, as well as more autonomy for its members within the N.C.A.A.

The rule changes are likely to result in a move next fall of about 40 of the 137 teams now in Division I-A to Division I-AA. (For a list of the institutions that will be affected, see Page 8.) The move could include some or all of the members of the Ivy League, the Mid-American Athletic Conference, the Missouri Valley Conference, the Pacific Coast Athletic Association, the

Continued on Page 8, Column 1



DICK RAPHAEL

New restrictions could eliminate the Ivy League from membership in the N.C.A.A.'s top division. Above, action in this year's Harvard-Yale game.

Budget Plan Would Slash Student Aid in 1983

By JANET HOOK

WASHINGTON

The Office of Management and Budget has made budget proposals for next year that would slash government subsidies for student loans, drastically curtail financial support for graduate students, and wipe out three other student-aid programs completely.

Those proposals—as well as deep cuts in Pell Grants for poor students—were included in an O.M.B. budget plan for fiscal 1983, sources said.

Overall, the budget office has recommended paring the Department of Education's 1983 budget by more than a third from the approximately $14-billion expected to be provided for the department in fiscal 1982.

The 1983 proposals will be the subject of negotiations between the Department of Education and the White House in the coming weeks, and could be significantly revised before President Reagan submits his 1983 budget request to Congress next month.

The final decisions on the budget for fiscal 1983, which begins next October 1, will not be made until after President Reagan, White House aides, and David A. Stockman, director of the O.M.B., have heard appeals from agency heads, including Education Secretary Terrel H. Bell, who object to the spending recommendations made by the budget office.

Sources close to the budget process say that the O.M.B. has recommended cutting Guaranteed Student Loan costs—which

Continued on Page 16, Column 4

News Summary

Articles on inside pages

The next issue of The Chronicle will be January 6.

The Supreme Court heard arguments last week over whether a federal law barring sex bias at educational institutions covers employees as well as students. Story on Page 11.

Videotaping by colleges would be strictly limited under guidelines adopted by a committee named by Congress. Story on Page 11.

Misuse of federal student-aid funds totaled more than $13-million in a recent six-month period, Congress has been told. Story on Page 11.

Outside earnings of professors in engineering and computer science equaled 38 per cent of their base salaries, the Chronicle Survey shows. Table on Pages 6-7, story on Page 7.

Educational programs on military bases are coming under increasing scrutiny as part of an effort to assure their quality. Story on Page 4.

Faulty construction, much of it on campuses, cost Massachusetts taxpayers $7.7-billion since 1968, a commission has found. Story on Page 9.

A Mississippi plan to eliminate duplication of programs at public universities has sparked concern at some institutions. Story on Page 10.

Screenplays of 16 classic films have been published as part of a series by the University of Wisconsin Press. Story on Page 21.

South African students who oppose apartheid hope to make their universities centers of opposition to government policies. Story on Page 19.

ALSO IN THIS ISSUE

Books	21-24
Bulletin Board	31-55
Calendar of Events	29
Canadian News	20
Deadlines	29-30
Deaths	30
Fact-Files	8, 10
Gazette	30
Grants	30
Ideas	24
International News	19-20
Letters	25-28
Marginalia	2
News in Brief	2-3
Notes from Ithaca, N.Y.	3
Opinion	25
Point of View	56
Washington News	11-17

CHRONICLE SURVEY

Faculty Members' Earnings, by Discipline,

Annual income above base salary earned within the institution

Discipline group	Public 4-year institutions: Per cent reporting earnings	Public 4-year institutions: Average amount of earnings	Public 4-year institutions: Per cent of base salary	Private 4-year institutions: Per cent reporting earnings	Private 4-year institutions: Average amount of earnings	Private 4-year institutions: Per cent of base salary	All institutions: Per cent reporting earnings	All institutions: Average amount of earnings	All institutions: Per cent of base salary
Arts (a)									
Professor	47.4%	$3,685	13.4%	47.1%	$3,540	11.7%	46.2%	$3,637	12.8%
Assoc. professor	77.3%	2,669	12.0%	62.5%	1,659	7.4%	70.3%	2,429	10.9%
Ass't professor	58.3%	2,098	12.0%	50.0%	1,739	9.3%	56.1%	1,876	10.7%
All ranks†	64.3%	2,746	12.9%	51.2%	2,283	8.9%	58.2%	2,563	11.5%
Business (b)									
Professor	67.5%	$6,467	21.3%	58.6%	$5,123	16.8%	65.4%	$5,037	17.7%
Assoc. professor	80.8%	5,712	22.8%	86.4%	3,918	15.8%	80.4%	4,840	20.3%
Ass't professor	62.5%	4,667	21.3%	71.4%	4,070	20.6%	71.0%	4,083	19.8%
All ranks†	70.2%	5,475	21.1%	68.6%	4,417	17.7%	70.8%	4,566	18.8%
Engineering (c)									
Professor	74.2%	$6,755	21.0%	72.7%	$7,911	26.8%	70.1%	$7,139	22.8%
Assoc. professor	63.6%	5,873	23.1%	91.7%	6,482	28.3%	70.3%	5,844	23.5%
Ass't professor	—	—	—	—	—	—	78.6%	4,391	20.3%
All ranks†	70.1%	5,832	21.5%	82.1%	7,096	27.5%	72.5%	5,770	22.5%
Humanities (d)									
Professor	42.4%	$3,347	11.7%	64.5%	$2,586	9.9%	55.4%	$3,380	12.8%
Assoc. professor	67.6%	4,136	18.6%	68.2%	1,842	9.0%	69.1%	3,796	17.3%
Ass't professor	52.4%	2,259	12.5%	52.4%	1,380	8.2%	55.8%	2,047	11.6%
All ranks†	54.3%	3,427	15.2%	65.9%	2,265	10.3%	61.6%	3,176	14.5%
Physical education (e)									
Professor	—	—	—	—	—	—	57.1%	$4,040	16.4%
Assoc. professor	—	—	—	—	—	—	82.1%	3,629	16.1%
Ass't professor	—	—	—	—	—	—	84.6%	3,470	18.7%
All ranks†	65.4%	$3,979	18.3%	87.0%	$4,076	19.2%	73.0%	3,818	17.7%
Sciences (f)									
Professor	55.7%	$4,807	16.2%	63.9%	$5,003	18.9%	60.8%	$4,688	17.0%
Assoc. professor	82.5%	3,952	17.0%	68.2%	2,622	13.2%	76.7%	3,374	15.2%
Ass't professor	64.0%	3,593	19.2%	60.0%	3,307	17.3%	60.6%	3,340	17.5%
All ranks†	65.5%	4,404	17.6%	62.5%	3,979	17.3%	65.2%	4,064	17.1%
Social sciences (g)									
Professor	67.4%	$4,402	15.4%	72.7%	$3,909	13.8%	71.6%	$3,877	14.4%
Assoc. professor	76.2%	4,142	18.6%	76.0%	3,735	16.7%	72.2%	3,758	17.1%
Ass't professor	50.0%	3,926	20.9%	61.5%	2,508	14.5%	60.0%	3,208	17.7%
All ranks†	67.9%	4,099	17.1%	68.4%	3,536	15.4%	67.8%	3,616	15.9%
Vocational education (h)									
Professor	—	—	—	—	—	—	85.0%	$3,115	10.8%
Assoc. professor	63.6%	$3,462	15.3%	—	—	—	67.4%	3,447	16.3%
Ass't professor	59.4%	3,127	16.4%	69.2%	$2,687	15.4%	65.2%	2,823	15.4%
All ranks†	63.3%	3,409	15.6%	65.1%	2,767	15.0%	66.5%	3,082	15.1%

Annual income above base salary earned outside the institution

Discipline group	Public 4-year institutions: Per cent reporting earnings	Public 4-year institutions: Average amount of earnings	Public 4-year institutions: Per cent of base salary	Private 4-year institutions: Per cent reporting earnings	Private 4-year institutions: Average amount of earnings	Private 4-year institutions: Per cent of base salary	All institutions: Per cent reporting earnings	All institutions: Average amount of earnings	All institutions: Per cent of base salary
Arts (a)									
Professor	63.2%	$2,386	8.1%	70.6%	$6,751	21.7%	64.1%	$3,837	12.8%
Assoc. professor	63.6%	1,682	8.2%	100.0%	3,224	15.4%	67.6%	2,583	12.1%
Ass't professor	62.5%	1,857	9.9%	71.4%	1,433	7.6%	63.4%	1,716	9.1%
All ranks†	64.3%	2,243	9.9%	76.7%	4,944	19.3%	64.9%	3,326	14.1%
Business (b)									
Professor	62.5%	$7,532	24.0%	82.8%	$6,834	21.2%	64.2%	$6,010	20.2%
Assoc. professor	65.4%	5,915	23.8%	68.2%	7,026	28.3%	66.1%	5,797	24.5%
Ass't professor	54.2%	2,993	13.9%	42.9%	2,778	13.7%	48.4%	3,229	15.7%
All ranks†	59.6%	5,830	21.8%	67.4%	5,941	22.8%	60.6%	5,287	21.1%
Engineering (c)									
Professor	87.1%	$4,670	14.9%	72.7%	$4,445	15.0%	80.6%	$4,146	14.0%
Assoc. professor	72.7%	6,998	27.8%	91.7%	9,663	41.1%	75.7%	10,489	43.6%
Ass't professor	—	—	—	—	—	—	64.3%	3,988	18.8%
All ranks†	76.1%	5,547	20.1%	76.8%	6,945	26.7%	75.4%	6,741	25.9%
Humanities (d)									
Professor	24.2%	$3,163	10.5%	54.8%	$2,324	8.5%	40.5%	$2,425	8.7%
Assoc. professor	38.2%	2,716	12.0%	54.5%	669	3.2%	44.1%	2,086	9.5%
Ass't professor	47.6%	2,201	12.5%	33.3%	905	6.0%	36.5%	3,217	19.1%
All ranks†	35.1%	2,917	13.0%	48.8%	1,866	8.1%	37.9%	2,628	11.8%
Physical education (e)									
Professor	—	—	—	—	—	—	32.1%	$2,250	8.0%
Assoc. professor	—	—	—	—	—	—	32.1%	1,518	6.9%
Ass't professor	—	—	—	—	—	—	38.5%	2,377	13.5%
All ranks†	32.7%	$1,499	6.3%	43.5%	$2,497	11.1%	31.5%	2,190	9.8%
Sciences (f)									
Professor	51.4%	$3,715	12.1%	49.2%	$3,566	13.1%	48.3%	$3,968	14.2%
Assoc. professor	37.5%	1,979	9.2%	31.8%	4,814	24.6%	35.9%	2,846	13.3%
Ass't professor	—	—	—	28.6%	3,347	18.7%	22.7%	2,865	14.9%
All ranks†	39.6%	3,420	12.2%	38.2%	4,020	16.8%	37.1%	3,470	13.6%
Social sciences (g)									
Professor	65.2%	$2,628	8.7%	63.6%	$4,740	15.6%	64.9%	$2,955	10.5%
Assoc. professor	69.0%	3,311	14.8%	56.0%	1,115	5.1%	57.0%	2,564	12.0%
Ass't professor	31.8%	1,219	6.7%	34.6%	6,378	35.1%	28.3%	2,734	15.5%
All ranks†	59.8%	2,623	10.4%	48.7%	3,844	15.9%	48.7%	2,775	11.8%
Vocational education (h)									
Professor	—	—	—	—	—	—	60.0%	$2,365	7.9%
Assoc. professor	50.0%	$4,135	17.8%	—	—	—	55.8%	4,940	23.0%
Ass't professor	59.4%	4,280	22.2%	65.4%	2,366	14.3%	62.1%	3,251	17.7%
All ranks†	55.7%	3,461	16.4%	60.5%	3,013	17.0%	58.5%	3,512	17.6%

— Indicates too little data for reliable estimate.
† Includes instructor.
(a) Includes architecture, cinema, dance, music, and theater.
(b) Includes economics.
(c) Includes computer science.
(d) Includes classics, English, languages, journalism, literature, philosophy, religion, and speech.
(e) Includes coaching and recreation.
(f) Includes mathematics.
(g) Includes education.
(h) Includes agriculture, electronic and engineering technology, health, home economics, nursing, occupational and physical therapy, and textiles.
(i) One-fourth of the faculty members reporting other earnings received more than this amount.
(j) One-half of the faculty members reporting other earnings received more than this amount.
(k) One-fourth of the faculty members reporting other earnings received less than this amount.

Programs on Military Bases *Continued from Page 4*

Maryland must have their credentials certified and their courses and textbooks approved by the faculty on the College Park campus.

"We even do some things to insure quality on the bases that you couldn't do here at home," he says. "For instance, our overseas faculty members are required to show us their syllabi and their exams. Our administrators visit classes overseas routinely. Here, that would be called a violation of academic freedom, but we can get away with it overseas because we are up front about it. We tell faculty members the rules of the game in advance."

As one quality-control measure, Los Angeles Metropolitan College sends "master teachers" to hold training workshops for adjunct faculty members on the 60 to 80 overseas bases where the college offers associate-degree programs, says President David B. Wolf.

Military installations that are concerned about the qualifications of adjunct faculty members might be able to attract full-time faculty members from the home campus if they would provide opportunities for research, says Clive L. Grafton, chairman of the Department of Higher and Postsecondary Education at the University of Southern California, which offers several master's-degree programs for the armed forces.

"A full-time faculty member selected for a distant learning center is in a position to be 'punished' for his involvement there unless he has some means of performing research, because his promotion depends on research," he says. "If faculty members could study problems on military bases, they would not be damaged by being unable to do research while abroad."

President and Janitor

Besides seeking to insure the quality of teachers, some military services are establishing professional-development programs for their education officers, says Richard McMullen, a civilian personnel official at Randolph Air Force Base in Texas.

"The education service officer *is* the college on the base, from the president to the janitor," he says. "He is involved with admissions, registration, programs, faculty, and facilities. He needs to know as much about a college's business as the college does."

Mr. McMullen says some of the new programs include sending military education officers "out on career-development assignments, such as a one-year internship with a major college or a regional accrediting agency. This way, the officers can see from the other side why they run into the problems they do when they ask a college to do something."

Ronald Violette, director of the University of Southern California's on-base graduate programs in safety and systems management, says college administrators and military education officers often don't understand each other's problems.

For instance, he says, "an education service officer will come to us and say, 'We have a number of students for the safety program.' What really happens is that they have four or five very vocal people, but not enough to start or sustain a program. They don't know that we need two times the number of potential students to get half to open a program. We don't want to go in with a program for one or two years and run out of students."

Mr. Violette says adequate classroom facilities for military students remain a problem.

"Lots of times the classrooms the base offers aren't good enough. Sometimes you promise a program when the education officer indicates that better classrooms will be available later, and then that doesn't happen. Some places are awful and we should never go there."

Ignoring Whistles and Sirens

J. D. Smith, head of planning and programs for Navy Campus for Achievement, which manages the voluntary off-duty education program provided by the Navy, says too much emphasis is placed on providing "adequate" facilities for classes.

He says one of the first things students and shipboard faculty members learn in the Navy's PACE program—Program of Afloat College Education—is to concentrate, in spite of whistles and sirens, in the cramped quarters of submarines and other Navy vessels. "They don't even hear the noise," he says.

Some conditions that plague those who offer educational programs on military installations may never be resolved.

Secret Maneuvers

The fact that "military students move around so much can wreak havoc with your budget and your class schedules," says Mr. Wolf of Los Angeles Metropolitan College, which was established in 1979 to provide programs for certificates in technical subjects and associate degrees in academic subjects exclusively to the armed forces.

"Despite what you forecast when you sign a contract to offer a program, some things happen that are out of everyone's control.

"For example, when the president of Korea was assassinated, the Army went on alert. There were no soldiers in the classrooms.

"When the military performs secret maneuvers, they don't tell us. Within three weeks everyone can be shipped out. Then we have to refund the tuition and we have no revenue from the program. Of course, sometimes units we didn't expect are shipped in. Then we have to make a new class schedule and we get more revenue than we predicted."

Beyond Their Basic Salaries in 1980-81

Total annual income above base salary

Discipline group	Public 4-year institutions: Per cent reporting earnings	Public 4-year institutions: Average amount of earnings	Public 4-year institutions: Per cent of base salary	Private 4-year institutions: Per cent reporting earnings	Private 4-year institutions: Average amount of earnings	Private 4-year institutions: Per cent of base salary	All institutions: Per cent reporting earnings	All institutions: Average amount of earnings	All institutions: Per cent of base salary
Arts (a)									
Professor	84.2%	$3,835	13.7%	82.4%	$7,969	26.1%	79.5%	$5,210	18.1%
Assoc. professor	95.5%	3,624	16.5%	100.0%	4,525	21.6%	89.2%	4,250	19.6%
Ass't professor	79.2%	3,022	16.8%	71.4%	2,993	15.9%	75.6%	2,687	15.0%
All ranks†	87.1%	3,623	16.4%	81.4%	6,198	24.2%	80.6%	4,475	19.7%
Business (b)									
Professor	82.5%	$11,240	37.0%	96.6%	$9,312	29.6%	86.4%	$8,799	30.5%
Assoc. professor	88.5%	9,879	40.0%	90.9%	8,767	35.6%	87.5%	8,872	37.9%
Ass't professor	79.2%	6,086	27.7%	85.7%	5,162	25.8%	83.9%	5,512	26.6%
All ranks†	83.0%	9,066	34.9%	91.9%	7,860	30.8%	86.7%	7,747	31.7%
Engineering (c)									
Professor	93.5%	$9,710	30.8%	81.8%	$11,141	38.1%	88.1%	$8,535	29.0%
Assoc. professor	90.9%	10,127	40.0%	100.0%	14,836	63.7%	91.9%	11,866	46.4%
Ass't professor	—	—	—	—	—	—	96.4%	6,794	32.6%
All ranks†	92.5%	8,849	33.0%	89.3%	12,544	48.7%	91.3%	9,724	38.1%
Humanities (d)									
Professor	51.5%	$4,553	15.7%	80.6%	$3,712	14.0%	67.6%	$4,244	15.7%
Assoc. professor	73.5%	5,170	23.5%	86.4%	2,119	10.3%	79.4%	4,595	21.1%
Ass't professor	81.0%	2,845	16.0%	61.9%	1,449	9.1%	75.0%	2,703	15.4%
All ranks†	66.0%	4,421	19.8%	79.3%	3,169	14.0%	73.2%	4,096	18.6%
Physical education (e)									
Professor	—	—	—	—	—	—	71.4%	$4,115	16.2%
Assoc. professor	—	—	—	—	—	—	85.7%	4,096	18.3%
Ass't professor	—	—	—	—	—	—	88.5%	4,174	22.4%
All ranks†	75.0%	$4,048	17.9%	91.3%	$5,299	25.0%	79.8%	4,299	19.6%
Sciences (f)									
Professor	80.0%	$5,748	19.1%	83.6%	$6,488	24.0%	81.1%	$5,932	21.2%
Assoc. professor	90.0%	4,535	19.6%	81.8%	4,142	20.9%	85.4%	4,374	19.8%
Ass't professor	68.0%	3,830	20.5%	71.4%	4,520	25.3%	69.7%	3,925	20.9%
All ranks†	80.6%	5,201	20.1%	78.5%	5,335	23.3%	78.9%	5,136	21.1%
Social sciences (g)									
Professor	89.1%	$5,350	18.0%	86.4%	$6,808	23.8%	89.2%	$5,335	19.4%
Assoc. professor	90.5%	5,701	25.4%	96.0%	3,367	15.0%	88.6%	4,464	20.3%
Ass't professor	63.6%	3,562	19.1%	73.1%	4,396	25.5%	70.0%	3,564	19.8%
All ranks†	84.8%	5,078	20.6%	82.9%	5,199	22.7%	81.7%	4,640	20.2%
Vocational education (h)									
Professor	—	—	—	—	—	—	90.0%	$4,909	17.0%
Assoc. professor	77.3%	$5,419	23.5%	—	—	—	81.4%	6,528	30.6%
Ass't professor	78.1%	5,667	29.6%	84.6%	$4,398	26.1%	81.8%	4,846	26.6%
All ranks†	79.7%	5,088	23.6%	81.4%	4,823	27.2%	82.3%	5,190	25.8%

Quartile distribution of total income above base salary

Discipline group	Public 4-year institutions: High (i)	Public 4-year institutions: Median (j)	Public 4-year institutions: Low (k)	Private 4-year institutions: High (i)	Private 4-year institutions: Median (j)	Private 4-year institutions: Low (k)	All institutions: High (i)	All institutions: Median (j)	All institutions: Low (k)
Arts (a)									
Professor	$3,200	$3,000	$2,000	$6,300	$3,500	$1,350	$5,200	$3,089	$1,350
Assoc. professor	5,078	2,700	1,500	6,000	4,503	2,600	5,833	3,500	2,500
Ass't professor	4,000	2,700	1,700	4,645	3,000	1,500	4,000	3,000	1,500
All ranks†	4,500	3,000	1,900	5,200	3,000	1,350	5,078	3,000	1,500
Business (b)									
Professor	$13,200	$7,700	$5,000	$15,708	$8,000	$3,500	$15,000	$7,000	$3,000
Assoc. professor	11,500	7,000	4,800	12,000	7,000	3,000	12,000	6,800	4,000
Ass't professor	9,800	4,800	2,500	6,500	2,500	1,000	6,900	3,800	1,500
All ranks†	11,500	6,500	4,200	10,000	5,000	2,000	10,000	6,000	2,250
Engineering (c)									
Professor	$13,342	$10,000	$6,000	$15,000	$12,000	$8,225	$14,522	$12,000	$6,000
Assoc. professor	12,000	8,900	5,575	25,500	7,400	5,500	15,000	8,900	5,500
Ass't professor	—	—	—	—	—	—	7,000	4,300	2,700
All ranks†	12,500	8,000	5,000	14,522	9,300	5,500	13,342	8,900	5,000
Humanities (d)									
Professor	$4,000	$2,800	$1,800	$4,571	$2,765	$1,500	$4,800	$2,800	$1,750
Assoc. professor	8,000	3,700	2,400	3,350	1,900	1,150	4,500	2,500	1,500
Ass't professor	3,700	1,340	520	2,700	1,300	600	3,400	1,450	600
All ranks†	5,000	3,000	1,340	3,700	2,250	1,400	4,000	2,450	1,400
Physical education (e)									
Professor	—	—	—	—	—	—	$6,725	$4,100	$1,400
Assoc. professor	—	—	—	—	—	—	6,000	3,000	2,000
Ass't professor	—	—	—	—	—	—	6,000	3,300	1,455
All ranks†	$5,750	$3,867	$2,000	$6,000	$2,700	$1,475	6,000	3,300	1,800
Sciences (f)									
Professor	$8,034	$5,619	$3,000	$7,200	$3,500	$1,700	$8,034	$4,100	$2,000
Assoc. professor	7,000	4,500	3,000	4,500	2,000	1,200	5,000	3,000	1,560
Ass't professor	4,242	3,500	2,500	5,000	3,200	1,000	5,000	3,200	1,275
All ranks†	7,031	4,500	3,000	5,044	3,000	1,500	6,000	3,500	1,750
Social sciences (g)									
Professor	$6,400	$4,600	$2,500	$5,000	$4,200	$1,500	$6,400	$4,400	$1,900
Assoc. professor	6,100	4,084	2,500	4,850	2,800	1,200	5,500	3,000	1,700
Ass't professor	5,000	4,000	1,869	8,800	3,000	1,025	5,500	3,330	1,050
All ranks†	6,300	4,084	2,500	5,500	2,800	1,200	5,843	3,330	1,800
Vocational education (h)									
Professor	—	—	—	—	—	—	$8,956	$5,180	$2,300
Assoc. professor	$6,400	$4,000	$1,250	—	—	—	7,300	4,025	1,700
Ass't professor	6,200	3,125	1,200	$5,100	$3,685	$2,100	5,500	3,300	2,100
All ranks†	6,000	3,125	1,600	5,500	3,685	2,100	6,000	3,700	2,000

Note: Survey data are based on responses of 4,319 individuals, weighted to represent full-time faculty members on nine-month contracts at colleges and universities of all types except law and medical schools, proprietary institutions, private two-year colleges, and colleges with fewer than 500 students. Faculty members in the group from which the sample was drawn were those who offered courses in the fall of 1980. Those hired for their first faculty jobs in the fall of 1981 were not included. Salary figures do not include the value of contributed services of members of religious orders or others. There is a 95-per-cent probability that the average amount of extra earnings for members of arts faculties, of all ranks at all institutions, are within $325 of the average found in the sample. Confidence intervals for other salary averages are included in a technical report on survey design and sampling statistics that will be available from John Minter Associates late in January. Specific questions may be addressed to John Minter Associates, P.O. Box 107, Boulder, Colo. 80306.

SOURCE: SURVEY FOR THE CHRONICLE BY JOHN MINTER ASSOCIATES

Whitehead Center for Biomedicine Approved at MIT

CAMBRIDGE, MASS.

The M.I.T. Corporation has formally approved the affiliation of the Massachusetts Institute of Technology with a multimillion-dollar biomedical-research center to be financed by Edwin C. Whitehead, an industrialist and philanthropist from Greenwich, Conn.

In addition to providing $20-million for construction and equipment of the facility, which will have 130,000 square feet of laboratory and office space, Mr. Whitehead has established a $60-million trust fund that will distribute $5-million annually for its operation.

He has provided that upon his death the institute will receive a $100-million endowment.

He has also made a $7.5-million gift to M.I.T. which, a spokesman said, will be used as an endowment to support teaching and research in the academic departments of the professors who will also have appointments at the institute.

Under the agreement, research scientists will hold joint appointments on the M.I.T. faculty and the Whitehead Institute staff. Up to 13 Whitehead scientists are expected to receive appointments as assistant, associate, or full professors at M.I.T. during the first eight years of affiliation.

In addition to their duties at Whitehead, the scientists will have full undergraduate and graduate teaching responsibilities as well as faculty-committee duties at M.I.T.

The Whitehead Institute will be directed by David Baltimore, a cancer specialist at M.I.T. and 1975 Nobel laureate for his work on molecular genetics.

Those appointed to the board of directors by M.I.T. are Jerome B. Wiesner, former M.I.T. president; Abraham J. Siegel, dean of the Sloan School of Management at M.I.T.; and W. Gerald Auste, chief of surgical services at the Massachusetts General Hospital and member of the M.I.T. Corporation.

Mr. Whitehead, founder of Technicon Corporation, now a subsidiary of Revlon Inc., said his wealth had come from the development of medical technologies, and he felt obliged to contribute some of it to basic research.

Engineers, Computer Scientists Add 38 Pct. to Pay from Outside Earnings, Survey Shows

Faculty members in engineering and computer science had extra earnings equal to 38 per cent of their nine-month base salaries, according to the Chronicle Survey.

Fewer than 9 per cent of them reported no extra earnings during the year. The extra earnings came from consulting fees and extra teaching, research, and administrative assignments.

Engineering and computer science are areas in which shortages of faculty members have been widely reported, despite salaries and extra income that exceed the averages for other disciplines.

Faculty members of all ranks in engineering and computer science this year are receiving base salaries averaging $27,535 for nine months, compared with $24,834 for faculty members in all disciplines. Their pay increases this year averaged 10.1 per cent, compared with 8.9 per cent for faculty members generally. Their extra earnings beyond base salary averaged $9,724 last year, compared with an overall average of $5,756.

Contrary to the general pattern, in engineering and computer science, associate professors have higher outside earnings, on the average, than full professors.

At private institutions, the associate professors' average extra earnings of $14,836 compared with the full professors' $11,141.

Virtually all associate professors in engineering and computer science at private institutions reported some income beyond their base salary during 1980-81, but about 18 per cent of the full professors in the same disciplines reported no extra earnings.

Faculty members who reported no extra earnings were not included in the survey's calculation of average amounts.

Extra earnings of faculty members in engineering and computer science at public four-year institutions were substantially lower, on the average, than those of their colleagues in private institutions. The averages for faculty members of all ranks in engineering and computer science were $8,849 at public institutions, $12,544 at private institutions.

In the humanities, the average outside income for faculty members was $4,096; in the arts, $4,475; in the social sciences, $4,640; in science and mathematics, $5,136; and in business and economics, $7,747.

The extra income reported in the survey includes only earnings from professional work, either inside or outside the institutions that pay the faculty members' base salaries. It does not include income from such sources as rents or investments.

The data on extra earnings by discipline was part of a survey of faculty income, conducted for *The Chronicle* by John Minter Associates of Boulder, Colo.

The survey gathered information from more than 4,000 individual faculty members in a national sample.

—JACK MAGARRELL

Mississippi Board Limits Academic Missions of Its 8 Universities; 9 Programs Cut So Far

JACKSON, MISS.

In an attempt to eliminate duplication, the board that governs Mississippi's eight public universities has decided to limit each of the institutions to specific academic areas—a move that has aroused concern on some of the campuses.

The plan is expected to produce wide-ranging changes in curricula and may alter the character of some universities within the next few years.

Nine programs, mostly in the liberal arts, have already been eliminated at six universities. Administrators at those institutions said they were worried about future cuts.

Administrators on other campuses, however, said it was too early to know what the impact of the reorganization plan would be.

An academic officer at Jackson State University, which was assigned a general urban role in the board's plan, said the predominantly black university would "operate in good faith" until the trustees could clarify the definition of its mission.

"If the board's plan means that Jackson can develop programs in social work, urban planning, advertising, journalism, and other such areas, that will be great," said Estus Smith, vice-president for academic affairs. "If it means that Jackson will be restricted, that would hurt us."

3 Comprehensive Universities

Under the reorganization plan, the three major higher-education institutions—the University of Mississippi, the University of Southern Mississippi, and Mississippi State University—will be "comprehensive" universities offering programs that will specialize in broad academic areas that will be different for each institution. They will continue to offer courses in the specialties assigned to other universities, but may not expand them. The three institutions will offer doctoral programs and conduct research.

The board said the University of Mississippi would be predominantly a liberal-arts institution, the University of Southern Mississippi would emphasize science and technology, and Mississippi State University would concentrate on programs in agriculture, architecture, biological science, engineering, and veterinary medicine.

CHRONICLE MAP BY PETER H. STAFFORD

Four institutions—Alcorn State, Delta State, and Mississippi Valley State Universities and Mississippi University for Women—will be "regional" universities, restricted primarily to undergraduate education. They will continue their present graduate programs, pending review and accreditation decisions, but they may not establish any new ones.

Jackson State will be an "urban" university. According to the plan, the institution is to "develop a broader mission . . . directly related to its urban role," improve its overall academic quality, and raise admissions standards to reduce the number of "marginal students." The university will also be expected to conduct research "directly related to the urban area of Jackson," the state capital, according to the plan.

During the next 2½ years, the board will review about 700 baccalaureate and master's-degree programs in the eight universities to decide which will be continued, expanded, or terminated. The state's 62 doctoral programs, which were reviewed between 1976 and 1979, will not be included in the assessment.

The board has said that proposals for new programs outside of a university's assigned academic areas will require "extraordinary justification." It has also said that it will not consider requests for new programs from any institution until all programs eligible for accreditation have been accredited.

The board's plan, which has been studied and debated for at least seven years, was supported by many university presidents and chief academic officers, who felt that the proliferation of duplicate programs over the last decade had affected the quality of higher education at the state institutions.

"Trying to provide a full range of programs at all levels at each institution has resulted in a dilution of resources for some programs and quality has suffered," said Thomas Meredith, the board's associate director for programs and planning.

'Victims of Growth Syndrome'

The state universities "have been victims of the growth syndrome, which says that unless you are growing and expanding you are not accomplishing much," said Porter L. Fortune, Jr., chancellor of the University of Mississippi. "Revenues are not increasing today like they did in the past. The austerity we face necessitates that we re-evaluate our programs. We need to zero in on areas where there is a degree of excellence and try to make them better, and get over spending so much money."

The first program cuts, which included six programs in French, one in English, and two in chemistry, have alarmed some educators.

"Losing French affected us greatly," said Mr. Smith of Jackson State, one of five universities where French programs were curtailed.

"All of our liberal-arts and doctoral students are required to take some foreign language. Losing French restricts their options to Spanish, which is not always considered a legitimate language for the doctorate, and to German, the hardest option."

Barbara C. Dease, head of the department of modern foreign languages at Jackson State, said she was afraid that the cuts in French would be followed by reductions in other language programs. "This program review affected only French, but surely you can read the handwriting on the wall," she said.

Ms. Dease said that for the time being, no foreign-language faculty members were likely to lose their jobs. "Everyone at Jackson State teaches one over the approved number of classes now," she said. "We will just drop back to the approved number, where we should be anyway."

John Thornell, director of research at Delta State, which lost three programs after the initial review, said his university was "fearful that future decisions about programs will adversely affect the institution."

He said, "One major concern is that the board will rely on numbers of graduates to decide if a program could be deemed viable. We don't think numbers reflect the need for programs. In history, for example, Delta doesn't have a large number of graduates—maybe four or five a year—but the viability of the institution requires that a baccalaureate in history be an option."

He said Delta was also worried about the board's requirement that all programs eligible for accreditation be accredited before a university can propose a new program.

"Our school of business is not accredited," he said. "For some small institutions, it is not feasible to seek accreditation. The criteria are targeted on larger research institutions.

"We have always added business programs based on student demand. If we can't add programs, our business students will be hurt."

—BEVERLY T. WATKINS

FACT–FILE

Countries with Largest Number of American Students, 1979-80

Rank	Country	Number of study-abroad students	Per cent of all study-abroad students	Number of programs
1.	United Kingdom	5,699	19.1%	162
2.	France	3,726	12.5%	106
3.	Italy	2,160	7.2%	46
4.	West Germany	2,009	6.7%	59
5.	Spain	1,650	5.5%	52
6.	Mexico	1,640	5.5%	35
7.	Israel	1,008	3.4%	26
8.	Austria	897	3.0%	34
9.	Denmark	679	2.3%	12
10.	Switzerland	319	1.1%	10
11.	Japan	259	0.9%	30
12.	U.S.S.R.	242	0.8%	11
13.	Argentina	214	0.7%	1
14.	Ireland	205	0.7%	11
15.	Colombia	175	0.6%	4
16.	Costa Rica	154	0.5%	7
17.	India	104	0.3%	21
18.	Luxembourg	97	0.3%	1
19.	Hong Kong	85	0.3%	3
20.	Canada	80	0.3%	5
21.	Greece	80	0.3%	5

SOURCE: INSTITUTE OF INTERNATIONAL EDUCATION

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